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ABSTRACT

This document describes the Pennsylvania Competency-Based Teacher Education (PaCBTE) program and the Pennsylvania Competency-Assessment Certification (PaCAC) program and their relationship to teacher certification. The PaCBTE program is described as the state department of education's effort to assist colleges and universities in the transition to competency-based teacher education (CBTE) programs, wherein the students will demonstrate role competence and be endorsed for department of education certification on the results of the institution's competency evaluation process. The PaCBTE program extends the present state teacher certification requirements by making the preparing institution accountable for the calling-out, demonstration, and verification of role competencies of the candidates the institution recommends for state certification. The PaCAC program services applicants (a) who are not prepared via state department of education's CBTE programs, (b) who are not entitled to certification under existing interstate agreements in certification reciprocity, and (c) who appeal to the Secretary of Education challenging their preparing institution's competency verification component and seek an alternative verification as a matter of due process. Included are a list of competencies, guidelines, and strategies. (JA)

ED 099373

(Working Paper ONLY)

PENNSYLVANIA'S APPROACH TO THE COMPETENCY CERTIFICATION OF EDUCATIONAL PROFESSIONAL STAFF

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Wallace M. Maurer: Coordinator

Pennsylvania Competency-Assessment Certification Program

Bureau of Teacher Certification

PENNSYLVANIA DEPARTMENT OF EDUCATION
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INTRODUCTION

In Pennsylvania, the Department of Education is involved in a long range, time flexible conversion in the procedures for certification of professional staff serving the Commonwealth's basic schools.

These efforts aim to converge the State Board of Education's Ten Quality Goals of basic education and the department's operational program of Educational Quality Assessment, and two priority-goal programs: The Pennsylvania Competency-Based Teacher Education (PaCBTE) Program and the Pennsylvania Competency-Assessment Certification (PaCAC) Program in order to:

1. Establish accountability of the basic schools for attainment of goals set by the State Board of Education.

2. Improve the programs of teacher preparation through emphasis upon the development of (role) competency-based teacher education (that is achievement-reference rather than credit or academic course referenced).

3. Provide a system for the certification of educational staff based upon demonstrated, job-related competencies rather ascribed competencies assumed to be developed by the completion of an academic program defined in terms of courses, credits, and degrees.

WHAT IS PaCBTE

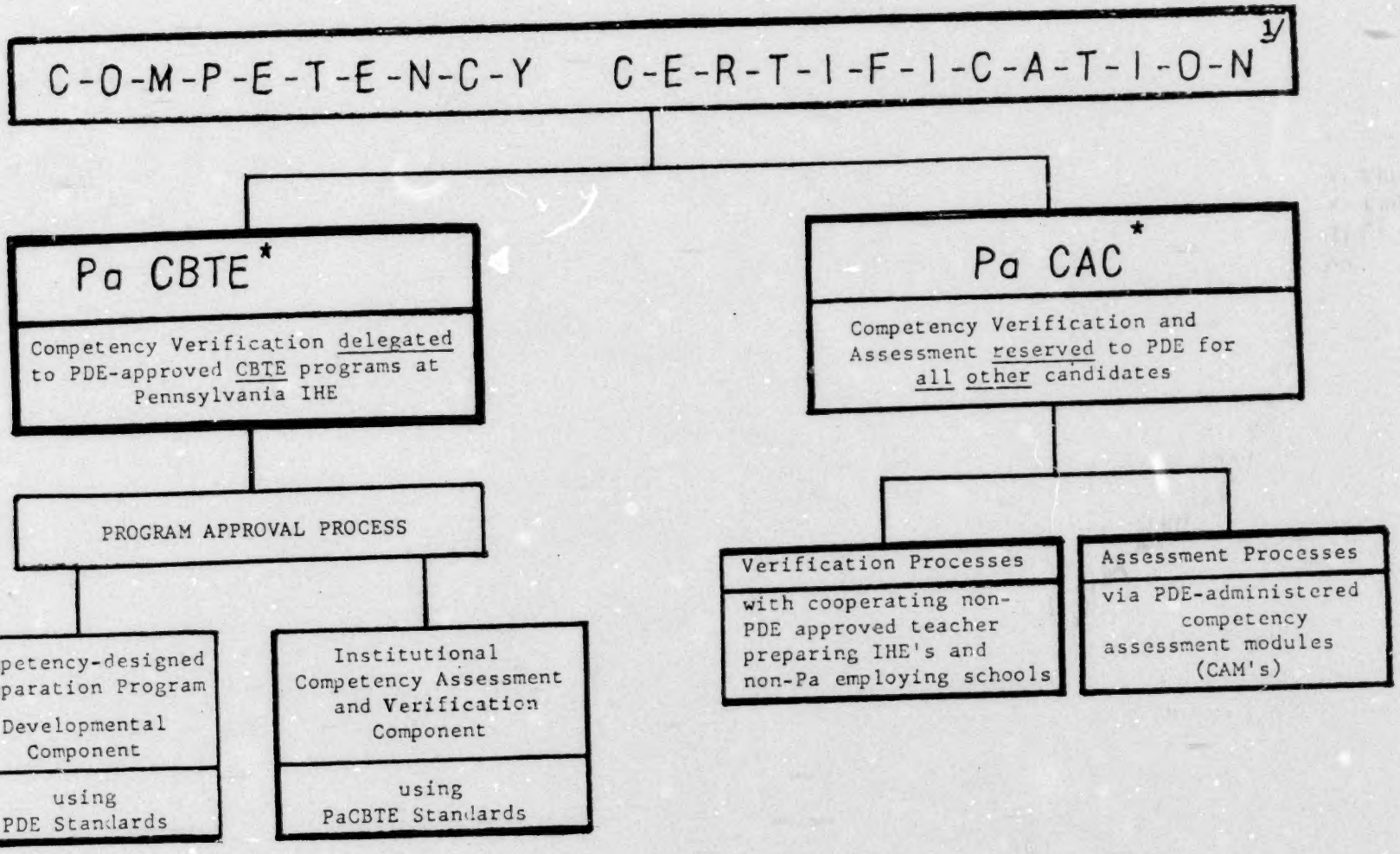
The PaCBTE program is the Pennsylvania Department of Education (PDE) leadership effort to assist Pennsylvania colleges and universities engaged in teacher preparation in the transition to CBTE programs wherein the students in such programs will demonstrate role competence and be endorsed for PDE certification upon the results of the institution's competency evaluation process.

WHAT IS PaCAC

The PaCAC program is the PDE effort to evolve a means of certifying persons upon the basis of verified role competencies for the roles in which such candidates seek certification. Assuming success of the PaCBTE program, the PaCAC program would service only applicants who: (1) are not prepared via PDE-approved CBTE program, (2) are not entitled to certification under existing interstate agreements in certification reciprocity, and (3) make appeal to the Secretary of Education challenging their preparing institution's competency verification component and seek an alternative verification as a matter of due process.

HOW CERTIFICATION RELATES TO PaCBTE

The PaCBTE program is proposed as a mere extension and refinement of Pennsylvania's longstanding "approved program" to teacher certification. In essence, in addition to assuming responsibility for role preparation the preparing institution will be accountable for the calling-out, demonstration, and verification of role competencies of the candidates the institution recommend for state certification. The additional competency vertification component of approved CBTE programs will be subject to evaluation of visiting teams using standards to be established by the PaCBTE program in addition to PDE (NASDTEC equivalent) program content standards. Pennsylvania Department of Education approved teacher preparation institutions will have full institutional autonomy in the design, operation, and choice of methodology of their programs subject only to evaluation by teams of visiting professionals as is currently operative under the program approval approach. (See Principals of Competency Assessment)


C-O-M-P-E-T-E-N-C-Y C-E-R-T-I-F-I-C-A-T-I-O-N 1/
Pa CBTE*
Competency Verification delegated to PDE-approved CBTE programs at Pennsylvania IHE
Pa CAC*
Competency Verification and Assessment reserved to PDE for all other candidates
PROGRAM APPROVAL PROCESS
Competency-designed Preparation Program
Developmental Component
using PDE Standards
Institutional Competency Assessment and Verification Component
using PaCBTE Standards
Verification Processes
with cooperating non-PDE approved teacher preparing IHE's and non-Pa employing schools
Assessment Processes
via PDE-administered competency assessment modules (CAM's)

1/ Procedures governing issuance of Level I (provisional) certificates only. In a sense Pennsylvania already has competency certification at Level II (permanent) since an applicant shall have completed three years of satisfactory (as determined by employing school) service on the Level I certificate. Refinement of Level II procedures should be deferred until after the implementation of Level I competency certification procedures.

* Actually, through program coordination -- both PaCBTE and Pa CAC will utilize the same (or equivalent) generic and specialized role competencies, similar competency verification and assessment strategies, and the same set of assessment principles.

** Pa CAC would become the process for PDE approved institutional programs of traditional design or as a due process resort for CBTE students challenging the IHE's verification pro

HOW CERTIFICATION RELATES TO PaCAC

The PaCAC program will be an internal activity of the Bureau of Teacher Certification, PDE. Current planning envisions two operational components.

The competency verification component will independently evaluate the tangible evidence of role competence as may have been generated by a candidate in teacher preparation programs or in actual employment in schools and educational agencies outside the Commonwealth. This component assumes that non-Pennsylvania institutions will continue to design and operate competency-based or performance-based teacher education programs so that the products of such developmental and educational experiences or the institutional verification and appraisal of these in terms of role competence are available for review by PDE staff engaged in competency verification. (See Principals of Competency Verification)

The competency assessment component will through a variety of assessment techniques designed by the PaCAC program staff call-out and cause applicants to demonstrate those role competencies which have not been conclusively or satisfactorily verified by the verification component. Naturally, this will require, in all probability, the candidate to appear physically in Pennsylvania for that portion of competency assessment which has not otherwise been adequately verified.

CAC METHODOLOGY

The PaCBTE and PaCAC programs have evolved a common set of generic competencies applicable to all areas of certification. Hopefully, identification of working inventories of specialized competencies for each area of certification will also be mutually evolved by the PaCBTE and PaCAC programs.

The PaCAC program has made an extensive study of the various strategies which lend themselves to the assessment of role competencies by a trained staff of evaluators.

A Competency Verification Worksheet would indicate which competencies are to be verified (V) by the use of specified kinds of assessment. This is held to be a state educational agency certification prerogative as it applies to the PaCAC program only. Open squares on the worksheet, not filled with a "V" after competency verificiation, will require that the candidate be assess by PDE (or its choice of an external agency) for the role competency using the assessment technique indicated. An illustrative sample of the worksheet is included but no attempt has been made in this sample worksheet to identify those techniques most appropriate to the cited role competency.

OBSTACLES ANTICIPATED

1. To assure legality or constitutionality in assessment procedures, Pennsylvania norms for specific subpopulations of role incumbents will need to be developed for existing commercialized and standardized tests in order to establish valid rejection points. Court cases seemingly indicate that a licensure agency must have evidence that its screening instruments are related to job performance. For example, scores on the Modern Foreign Language Association's tests in French used as rejection points must be below those of the population of French teachers now employed and serving satisfactorily within the Commonwealth's schools.

2. A data bank on the subsequent performance of teachers certificated through PaCAC, in contrast to those certificated via "approved program" or "approved CBTE program" will need be developed so that formative evaluation relative to the validity of criteria (specified role competencies) and the validity and reliability of assessment strategies utilized is possible.
3. Development of skilled and trained evaluators and their retention in such highly skilled professional positions poses a genuine problem.
4. Costs.

ON THE ISSUE OF EMPIRICAL EVIDENCE

There are a substantial number of well intended educators who would prefer to sidetrack all efforts in CBTE and CAC until we have empirical evidence "that anything suggested (as competencies) makes a difference". To await results of basic experimental research, at an equally high level of expenditure, rather than to proceed on an "action" research approach is not feasible. Problems are real, are now! Decisions are being made daily on other hypothetical or assumed bases which also are wholly devoid of empirical evidence. Legislation and equal opportunity directives specify that selection criteria be job-related; enforcement may come sooner than many of us would prefer. Progress only comes to those who would try. Models and maps become available only through exploratory efforts. Pennsylvania is trying!

PRINCIPLES OF COMPETENCY VERIFICATION [1/]

1. Competency verification by an external agency -- in lieu of assessment of a candidate's competency by the licensure or certification agency -- is desirable and permissible to the extent that such agency in verifying a candidate's role competency demonstrates strict accountability for its selection of assessment strategies and provides such tangible and empirical evidence as might be admissible in subsequent litigation regarding any decision by the licensure or certification agency.

2. Competency verification by external agencies --such as preparing institutions or employers -- should have the concurrence of the candidate via a signed request for release of the candidate's records and supporting materials to the licensure or certification agency.

3. The creditation of explicit competency criteria via competency verification by external agencies is the sole prerogative of the licensure or certification agency.

4. Competency criteria -- developed and demonstrated within a formal role preparation program -- may be verified by appraisal of the training agency's "demonstrated competency" transcripts or checklists only when the external certifying agency competency assessment procedures are explicitly described or otherwise known to the licensure or certification agency.

5. Competency -- when limited to general level of scholarship in formal academic process and related to general achievement level both in general studies and areas of specialization -- may be verified by analysis of traditional academic transcripts.

6. Competency -- within the cognitive domain of a specific academic area or an interdisciplinary field as measured by academic tests -- may be verified only by comparing the candidate's raw scores on such measures with those of persons who are incumbents in the role for which the candidate seeks licensure or certification.

7. Competency -- within the affective domain -- as measured by attitudinal scales, personality inventories, and aptitude instruments-- may be verified only by comparing the candidate's profiles on such measures with those of persons who are incumbents in the role for which the candidate seeks licensure or certification.

8. Competency -- within the affective domain -- as recorded by observational reports and performance ratings received from external agencies-- may be verified by licensure or certification agency review only when such records clearly relate to the explicit criteria of the licensure or certification agency and have been developed upon a fair and reasonable time sampling of the candidate's role performance.

9. Explicit competency criteria may be verified by the licensure or certification agency through that agency's appraisal of the products of the candidate's role behavior with external agencies as generated or produced solely by the candidate, i.e, instructional plans, learning materials, teaching aids, and similar products demonstrating role competency.

1/ Pa CAC Program (8/27/74)

PRINCIPLES OF COMPETENCY ASSESSMENT [1/]

1. The design of the assessment process should involve the contributive efforts of representatives from the several segments of the educational community.

2. The criteria used for assessment should be publicly stated and made known to the candidate in advance of the assessment process.

3. The assessment process must focus upon the candidate's behavior which illustrates knowledge and understanding, skills, and attitudes and appreciations directly related to a defined role.

4. The assessment process should consider a variety of data collected through a variety of gathering procedures.

5. The assessment process should be analytic -- diagnosing strengths and deficiencies and yielding a profile of each candidate.

6. A one-time assessment of role competency should be viewed as a measure of the candidate's current qualifications only and not construed as the ceiling of the candidate's potential.

7. The assessment process should be similar for all candidates -- using equivalent criteria and comparable procedures.

8. As a matter of due process, appellate procedures should be available to aggrieved candidates.

9. The competency verification/assessment process should generate a data base by which validity of selected criteria and the validity and reliability of assessment procedures subsequently can be determined.

10. Normative-referenced assessment instruments should be validated using the performance of persons who are incumbents in the role(s) for which such instruments are used to assess role competency.

[1/] Adopted by the Pennsylvania Competency-Assessment Certification Advisory Committee (5/8/74). Dr. Wallace M. Maurer, Director

GENERIC COMPETENCIES FOR EDUCATORS

The professional educator is able to:

I. Identify and define a personal position which serves as his/her basis for education goal-setting, planning, and decision-making.

A. Defend on the basis of theory his professional conduct in the position to which assigned.

1. Analyze, comparatively, educational issues and theories.

2. Analyze the degree of congruence of his/her values with those of the community and the profession.

3. Analyze the consistency of his/her goal-setting and educational decision-making with his/her personal convictions.

4. Analyze educational practices and instructional techniques for their consistency with his/her personal convictions.

5. Evaluate and relate the results of research to his/her professional conduct as an educator.

B. Identify and develop educational goals.

C. Plan and implement a learning program.

II. Personalize the educative/learning process.

A. Show respect for students.

1. Generate student awareness of and respect for individual and cultural differences.

2. Utilize value clarification techniques when interacting with others.

3. Assess and utilize the unique characteristics of others.

4. Promote development of healthy self-image in interacting with others.

B. Understand and promote the natural development of individual differences among persons with whom he/she works.

1. Diagnose individual needs and prescribe appropriate action.

2. Design instruction, or provide learning opportunities consistent with student achievement level and learning style.

3. Evaluate teaching style and instructional strategies or evaluate effectiveness of performance in professional role in terms of improved quality education, depending upon professional role.

C. Create and maintain a physical and emotional environment which facilitates learning as a worthwhile activity.

1. Creates an environment which promotes inquiry and process skills.

2. Creates an environment which supports the creative processes.

3. Creates an environment which maximizes the learning potential existing between the school and the community.

4. Creates an environment which maximizes the learner's opportunities for real life experiencing.

D. Select and utilize varied strategies to actively involve students in attaining educational objects (particularly the Ten Goals of Quality Education as these relate to the professional role).

1. Aid students in the selection, evaluation, and achievement of personal goals and aspirations.

2. Provide for student alternative procedures for attaining educational goals and/or instructional objectives.

3. Select and utilize a variety of materials and resources to enhance the attainment of educational goals and/or instructional objectives.

E. Will use skills and personality attributes necessary for effective interaction with individuals and groups.

1. Know and apply the principles of group dynamics.

2. Will demonstrate the ability to clearly speak and write the English (American) language.

BROAD STRATEGIES FOR ASSESSING ROLE COMPETENCIES { Understandings / Skills / Attitudes & Appreciations

1. Direct, systematic observation and rating of performance in live-role.
2. Appraisal of the tangible products of role behaviors.
3. Measured changes in clients affected by the candidate.
4. Evaluative reports regarding role performance.
5. Achievement examinations.
6. Personality inventories.
7. Discreet (single competency) performance tests in live or simulated environments.

} Standardized within the subpopulation of role incumbents for which the measures are intended to discriminate differences.

8. Recommendations and testimonials.
9. Transcript analysis.
10. Analysis of video-recorded performance.

Adopted by the Pennsylvania Competency-Assessment Certification Advisory Committee (5/8/74). Dr. Wallace M. Maurer, Director.

(ILLUSTRATIVE SAMPLE ONLY)

Pennsylvania Department of Education
Bureau of Teacher Certification
Division of Competency Certification

COMPETENCY VERIFICATION WORKSHEET
(Generic Competencies Only)

Competency Number	Assessment Technique Number									
	1	2	3	4	5	6	7	8	9	10
I-A-1				V		V				
-2		V			V					
-3	V		V							
-4							A		A	
-5					V					A
I-B				V				V		
I-C		V				V				
II-A-1	V				V					
-2										
-3										
-4										
II-B-1										
-2										
-3										
II-C-1										
-2										
-3										
-4										
II-D-1										
-2										
-3										
II-E-1										
-2										

Each competency is to be verified or assessed by two different techniques. The techniques to be used for a given competency are selected by PDE in the light of the report of the Competency-Assessment Advisory Committee as pertains to strengths and weaknesses of the respective assessment techniques.

As many competencies are verified (V) by PDE staff through external agencies (preparing institutions and employing educational agencies and other sources) as possible. Remaining competencies are directly assessed (A) by the Division of Competency Certification, PDE.

"V" indicates verification through cooperating agencies

"A" indicates assessment by PDE.